

Wisconsin Standards for Music

Content Area: Performance Music

Discipline: Music (M)

Content Area: Performance Music (P)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: Develop musical compositions for voices or instruments.	MP1.Cr.13.h: Design and develop musical compositions for voices or instruments.
	MP1.Cr.2.e: Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.	MP1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.	MP1.Cr.10.m: Improvise rhythmic, melodic, and harmonic variations to embellish a song.	MP1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.
	MP1.Cr.3.e: Explore the creation of short pieces using standard and/or alternative notation.	MP1.Cr.7.i: Compose short pieces using standard and/or alternative notation to document personal musical ideas.	MP1.Cr.11.m: Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.	MP1.Cr.15.h: Compose pieces in a distinct style, using standard and/or alternative notation and technology, demonstrating creativity in the use of the elements of music for expressive effect.
	MP1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.	MP1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.	MP1.Cr.12.m: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.	MP1.Cr.16.h: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines to demonstrate creativity in the elements of music.

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Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.	MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
	MP2.P.2.e: Discover how to express a piece of music to convey its meaning.	MP2.P.10.i: Demonstrate expressive qualities in performance.	MP2.P.18.m Perform using expressive qualities and techniques.	MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent.
	MP2.P.3.e: Examine and share the performance with class and teacher.	MP2.P.11.i: Critique performances of self and peers.	MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges.	MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.
	MP2.P.4.e: Identify the persons serving in the roles of performer and audience.	MP2.P.12.i: Identify the importance of the performer and the audience.	MP2.P.20.m: Illustrate how the setting and music elements contribute to the context of the music.	MP2.P.28.h: Illustrate how the setting and music elements contribute to the context and expressive qualities of the music.
	MP2.P.5.e: Explore music through both reading and aural approaches.	MP2.P.13.i: Investigate music from aural traditions and through standard and nonstandard notation through performance.	MP2.P.21.m: Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance.	MP2.P.29.h: Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy.

Performance Music classes have three additional performance indicators for grade bands K-2, 3-5, 6-8, and 9-12. These performance indicators have students explore and master formal skills and knowledge in specific performance classes in these grade bands.

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Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	MP2.P.6.e: Perform in a classroom setting.	MP2.P.14.i: Perform as a part of an ensemble.	MP2.P.22.m: Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.	MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
	MP2.P.7.e: Perform in a classroom setting within a small group.	MP2.P.15.i: Perform in small ensembles.	MP2.P.23.m: Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.	MP2.P.31.h: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.
	MP2.P.8.e: Practice proper concert etiquette for a variety of musical settings.	MP2.P.16.i: Practice proper concert etiquette for a variety of musical settings.	MP2.P.24.m: Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.	MP2.P.32.h: Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.

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Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	MP3.R.1.e: Recognize and respond to foundational musical elements.	MP3.R.5.i: Recognize and define grade-appropriate foundational musical elements.	MP3.R.9.m: Define and demonstrate understanding of foundational musical elements in discussion and written reflections.	MP3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
	MP3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.	MP3.R.6.i: Express musical ideas through verbal, movement, written, or artistic means.	MP3.R.10.m: Express musical ideas through verbal, movement, written, artistic, or technological means.	MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
	MP3.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
	MP3.R.4.e: Identify proper concert/audience etiquette.	MP3.R.8.i: Demonstrate proper concert/audience etiquette.	MP3.R.12.m: Demonstrate proper concert/audience etiquette for a variety of musical settings.	MP3.R.17.h: Demonstrate proper concert/audience etiquette for a variety of musical settings.
			MP3.R.13.m: Reflect upon and critique performances using grade-appropriate music vocabulary.	MP3.R.18.h: Reflect upon and critique performances using grade-appropriate music vocabulary.

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Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	MP4.Cn.1.e: Explore the historical and cultural aspects of music as it relates to other disciplines and arts.	MP4.Cn.5.i: Compare the historical and cultural aspects of music with other disciplines.	MP4.Cn.9.m: Analyze the historical and cultural relationships of music’s interactions with other disciplines.	MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
	MP4.Cn.2.e: Express how music relates to self and others.	MP4.Cn.6.i: Explain how music relates to self, others, and the world.	MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.	MP4.Cn.14.h: Explain the relationship between performer and audience using grade- appropriate music vocabulary.
	MP4.Cn.3.e: Explore musical connections, similarities, and differences.	MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	MP4.Cn.11.m: Categorize musical connections, similarities, and differences.	MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.
	MP4.Cn.4.e Share various roles of musicians in their own and other cultures.	MP4.Cn.8.i Describe roles of musicians in various music settings and world cultures.	MP4.Cn.12.m Compare and contrast the roles of musicians in various music settings and world cultures.	MP4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.